

Subject: Minnesota History

Grade Level: 12th

Number of Students: 25-30

Week: 9

Unit: The Reconstruction Period (50min)

Today will be a much lighter week as compared to last week. This week should carry us from the Civil War up through Industrialization and right up to the Modern Era. Main topics to be covered will be American Indian relocation and issues relating to the attempt to “Civilize” them. And then the latter part of the week will focus on early industrialization and the development of the Iron, rail, lumber, and wheat industries. The adverse effects of this will be covered at the beginning of next week and will take us to our next unit test.

Day One:

Presentations (50min)

Objectives:

None Needed

Lesson: Students will informally present their research paper to the class. They will just need to tell the class about the topic they researched, why they did that topic, what types of sources they used in their research, and what they found interesting about their topic. If there is time left over at the end of class I will introduce tomorrow’s topic.

Homework: None

Day Two:

Indian Relocation (50min)

Objectives:

1. Students will learn the political and social ramifications the Dakota people faced after the Dakota Conflict of 1862.

Lesson: Around the classroom there will be a number of different primary documents from whites and Dakota who were involved with the process of removal from the reservations in the Minnesota Valley. Students read each document and write a general summary about what the document is saying. The documents should show the general course of how some of the Dakota were moved into parts of Iowa and Nebraska, and how the whites felt about the Dakota after the war.

Homework: None

Day Three:

Kill the Indian, Save the Man (50min)

Objectives:

1. Students will learn the development of Boarding Schools for Native peoples and the attempt to “Civilize” them and will answer questions about them.

Lesson: Today will be a guided web search in the library. Students will have a number of different questions that they will need to find the answers using a list of websites provided to them by me. For the second half of class I will get them all back to the classroom and we will discuss the answers as a class.

Homework: None

Day Four:

Industrialization and Minnesota’s three Empires (50min)

Objectives:

1. Students will learn how steam power led to the growth of Minnesota industries.

Lesson: Today I will lecture about issues of industrialization. The first part of the lecture will focus on the growth of Grain/Wheat production in Minnesota and how it became a worldwide leader in the growth and sale of flour. I will then talk about the other ways that Minnesota industrialized. Namely dams, mechanized farms, industrial lumber jacking, Bonanza Farms, the opening of factories, and anything else that would fall into this category.

Homework: Hand out study guide for Tuesday’s Test

Day Five:

Empire Builder (50min)

Objectives:

1. Students will learn the impact James J. Hill had on the development of railroads, not only in Minnesota, but in the rest of the United States as well.

Lesson: Today students will watch the movie "**James J. Hill, Empire Builder.**" about James J. Hill. This movie will talk about what he did as well as his legacy. Students will be required to take notes about what ever they think is important during the movie.

Homework: Test on Tuesday!